



**THE USE OF READING, ENCODING, ANNOTATING AND PONDERING
(REAP) TECHNIQUE TO IMPROVE READING COMPREHENSION OF
THE EIGHTH GRADE STUDENTS OF SMPN 1 KALINYAMATAN
JEPARA IN THE ACADEMIC YEAR 2011/2012**

By:

SULISTYO WINDARSIH

NIM 200732179

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

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in Partial Fulfillment of the Requirements
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in English Education**

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SULISTYO WINDARSIH

NIM 200732179

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MOTTO AND DEDICATION

- *Experience is the best teacher.*
- *Where there is a will, there is a way.*
- *Never put off tomorrow what you can do today.*
- *Never give up to reach everything.*
- *My family is the great spirit in my life*
- *I believe that I can do it.*

I dedicate this skripsi to:

1. *My beloved husband Jaka Priyana
who always gives me support,
motivation, and struggle to me.*
2. *My beloved parents and parents in
law who always pray and support
me.*
3. *My sisters who always support me.*
4. *Everybody around me who gives me
support and help in completing my
skripsi.*

ADVISORS' APPROVAL

This is to certify that the Skripsi of Sulistyo Windarsih has been approved by the advisors for further approval by the Examining Committee.

Kudus, December 2011

First Advisor

Drs. Suprihadi, M.Pd.
NIP. 19570616-198403-1-015

Second Advisor

Nuraeningsih S.Pd., M.Pd.
NIS. 0610701000001201

Acknowledged by

The Teacher Training and Education Faculty Dean,

Drs. Susilo Rahardjo, M.Pd
NIP. 19560619-198503-1-002

EXAMINERS' APPROVAL

This is to certify that the Sarjana Skripsi of Sulistyo Windarsih has been approved by the Examining Committee as a requirement for the Sarjana Degree in the Teaching of English as a Foreign Language.

Kudus, 26 Januari 2012
Examining Committee

Drs. Suprihadi, M.Pd.
NIP. 19570616-198403-1-015

, Chairperson

Nuraeningsih S.Pd.,M.Pd.
NIS. 0610701000001201

, Member

Drs. Muh. Syafei, M.Pd.
NIP. 19620413-198803-1-002

, Member

Dra. Hj. Sri Endang Kusmaryati, M.Pd.
NIS. 0610713020001009

, Member

Acknowledged by

The Dean of Teacher Training and Education Faculty

Drs. Susilo Rahardjo, M.Pd.
NIP. 19560619 198503 1 002

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Sulistyo Windarsih

ABSTRACT

Windarsih, Sulistyo.2012. *The Use of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Reading Comprehension of the Eight Grade Students of SMP N 1 Kalinyamatan Jepara in Academic Year 2011/2012*. Skripsi. English Education Department of Teacher Training and Education Faculty, Muria Kudus University. Advisor (i) Drs. Suprihadi, M.Pd. (ii) Nuraeningsih, S.Pd.,M.Pd.

Key Words: REAP technique, Reading Comprehension.

Almost of countries in the world use English to communicate. Most of important information and knowledge written are in English. Based on the School-Based Curriculum, reading is one of the major skills that have the important role for students especially in increasing their knowledge and experience. However, many students get difficulties in reading material. Reading, Encoding, Annotating, and Pondering (REAP) is one of the teaching technique that can be used in teaching reading to develop the students reading skill. Therefore, I apply REAP for the eighth grade students of SMP N 1 Kalinyamatan Jepara to improve their reading comprehension of recount text because they still have difficulties in understanding reading English text.

The objective of this research is to find out whether there is a significant difference between the reading comprehension of the eighth grade students of SMPN 1 Kalinyamatan Jepara in academic year 2011/2012 taught by using Reading, Encoding, Annotating and Pondering (REAP) technique and those taught by using Four Learning Circles.

To answer the research question in the statement of the problem, I hold an experimental research. In this research, I use posttest only control group design in which it just uses posttest for the experimental and control groups. The subject of this research was the eighth grade students of SMP N 1 Kalinyamatan Jepara in academic year 2011/2012. I took VIII B as control class and VIII A as experimental class as the sample by using cluster random sampling. The hypothesis states that there is significant difference between the reading comprehension of the eighth grade students of SMPN 1 Kalinyamatan Jepara in academic year 2011/2012 taught by using Reading, Encoding, Annotating and Pondering (REAP) technique and those taught by using Four Learning Circles.

The result of the research shows that there is significantly progress for the students in the reading comprehension of recount text taught by using REAP. The mean and standard deviation who taught by using REAP are **94.88** and **8.89** which categorized “**excellent**”. Meanwhile, the mean and standard deviation who taught by using Four Learning Circles are **75.02** and **9.91** which categorized “**good**”. The t-observation (t_o) is **8.95**. It is higher than the t-table (t_t) **2.00** in the level of significance 0.05 and the degree of freedom (df) 70, ($t_o=8.95 > t_t=2.00$). Thus, H_o is denied and H_1 is confirmed. Therefore, the hypothesis of the research that states whether there is significant difference between the reading comprehension of

recount text of the eight grade students of SMP N 1 Kalinyamatan in academic year 2011/2012 taught by using Reading, Encoding, Annotating and Pondering (REAP) technique and those taught by using Four Learning Circles is **“confirmed”**.

Based on the result of this research, it means that REAP can improve the reading comprehension of the students. Therefore, the English teacher can apply REAP as an alternative technique in teaching process in order to help the students improve their reading ability.

ABSTRAKSI

Windarsih, Sulistyo. 2012. *Penggunaan Reading, Encoding, Annotating, and Pondering Teknik untuk Meningkatkan Pemahaman Membaca Siswa Kelas VIII SMP N 1 Kalinyamatan Jepara Tahun Ajaran 2011/2012*. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing (i) Drs. Supriyadi, M.Pd. (ii) Nuraeningsih, S.Pd., M.Pd.

Kata Kunci: Teknik REAP, Pemahaman Membaca.

Hampir seluruh Negara-negara di dunia menggunakan bahasa Inggris untuk berkomunikasi. Sebagian besar informasi penting dan pengetahuan yang tertulis adalah dalam bahasa Inggris. Berdasarkan KTSP, membaca adalah salah satu kemampuan utama yang memiliki peranan penting bagi siswa khususnya dalam peningkatan pengetahuan dan pengalaman mereka. Tetapi banyak siswa mendapat kesulitan dalam materi membaca. Reading, Encoding, Annotating, and Pondering (REAP) adalah salah satu teknik pengajaran yang dapat digunakan dalam pengajaran membaca untuk mengembangkan kemampuan membaca siswa. Oleh karena itu, saya mengaplikasikan Reading, Encoding, Annotating, and Pondering (REAP) untuk siswa kelas VIII SMP N 1 Kalinyamatan Jepara untuk memperbaiki kemampuan mereka dalam pemahaman membaca teks recount karena mereka memiliki kesulitan dalam pemahaman membaca teks bahasa inggris.

Tujuan penelitian ini adalah untuk menemukan perbedaan yang signifikan antara pemahaman membaca siswa kelas VIII SMP N 1 Kalinyamatan Jepara Tahun Ajaran 2011/2012 yang diajar menggunakan Reading, Encoding, Annotating, and Pondering (REAP) dan Four Learning Circles.

Untuk menjawab pertanyaan penelitian dalam rumusan masalah, saya mengadakan penelitian eksperimen. Dalam penelitian ini saya menggunakan desain grup control hanya menggunakan posttest yang mana hanya menggunakan posttest pada kelompok eksperimen dan control. Subjek penelitian ini adalah siswa kelas VIII SMP N 1 Kalinyamatan Jepara tahun ajaran 2011/2012. Saya mengambil kelas VIII B sebagai kelas control dan kelas VIII A sebagai kelas eksperimen sekaligus sampel dengan menggunakan cluster random sampling. Hipotesis menyatakan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa kelas VIII SMP N 1 Kalinyamatan Jepara Tahun Ajaran 2011/2012 yang diajar menggunakan Reading, Encoding, Annotating, and Pondering (REAP) dan Four Learning Circles.

Hasil penelitian menunjukkan bahwa ada kemajuan secara signifikan pada siswa dalam pemahaman membaca teks recount yang diajarkan dengan menggunakan Reading, Encoding, Annotating, and Pondering (REAP). Rata-rata dan standar deviasi yang diajar dengan menggunakan Reading, Encoding, Annotating, and Pondering (REAP) adalah **94.88** dan **8.89** yang dikategorikan “**memuaskan**”. Sedangkan, rata-rata dan standar deviasi yang diajar menggunakan Four Learning Circles adalah **75.02** dan **9.91** yang dikategorikan

“baik”. T-observasi (t_o) adalah **8.95**. t_o lebih tinggi daripada nilai t-table (t_t) **2.00** dalam taraf signifikan 0,05 dan derajat kebebasan (dk) 70, ($t_o=8.95 > t_t=2.00$). Dengan demikian, H_o ditolak dan H_1 dikonfirmasi. Oleh karena itu, hipotesis penelitian yang menyatakan apakah ada perbedaan signifikan antara pemahaman membaca siswa kelas VIII SMP N 1 Kalinyamatan Jepara Tahun Ajaran 2011/2012 yang diajar menggunakan Reading, Encoding, Annotating, and Pondering (REAP) dan Four Learning Circles **“diterima”**.

Berdasarkan hasil penelitian ini, itu berarti bahwa Reading, Encoding, Annotating, and Pondering (REAP) dapat memperbaiki pemahaman membaca siswa. Oleh karena itu, guru bahasa Inggris dapat mengaplikasikan Reading, Encoding, Annotating, and Pondering (REAP) sebagai teknik alternatif dalam pengajaran untuk membantu siswa memperbaiki kemampuan membacanya.

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